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Description automatically generated**Form 479-5**

**ANNUAL PROFESSIONAL GROWTH PLAN for PSPs**

(to be completed and discussed by October 30th)

Mid-Year Review: January - March

Final by June 15

Employee Name:

Supervisor: Year:

Experience in GSSD: Experience Overall:

Present Assignment:

Using the Self-Assessment Matrix form from the bottom of this form, I feel that my areas of strength are:

From the Self-Assessment form from the bottom of this form, growth areas I may be interested in:

Focus:

Existing Placement:

Desired Placement:

Behavioural Indicators:

Support Needed:

Mid-Year Update (January to March)

Final Discussion (June)

PSP Signature: Date:

Supervisor’s Signature: Date:

**Calibrating Conversation**

To calibrate means to compare something to a standard or benchmark. In calibrating conversation, it is important to have a third point in communication. Third point is a nonverbal strategy that comes from the work of Michael Grinder. It establishes a triangle with the facilitator as one point, the coaches as a second point and the data or focusing information as the third point.

* In a calibrating conversation, the third point is the externally generated, mutually agreed-upon document.
* Focusing on the third point increases the coaches’ psychological safety by separating the information from the coach and allowing the coaches to talk with and about the data without having the make eye contact.
* The goal is to turn data and information into a “thing.” It is much easier to talk about “things” than to talk about “you.”

**Reflect on the Process**

**Desired Placement**

**Existing Placement**

**Focus**

**Support Needed**

**Behavioural Indicators**

* On what aspect of the document might you want to focus?
* What part of this might you want to discuss?
* Where do you see yourself currently?
* What might be some examples of how this plays out for you?
* What might be some resources you will need to reach this level?
* What might it take for you to apply these strategies?
* In what format might you record your data?
* How has this conversation been helpful for you?
* How has this conversation supported your thinking?
* Where are you now in your thinking compared to where you were when we started?
* What might it look like and sound like when you reach this level?
* By when do you want to achieve this level?
* At what level of competence might you like to be at with this behaviour?
* What beliefs do you hold that are motivating you to this level?
* Who will you be when you reach this level?
* What makes this important to you?

*Reference on August 28, 2016, from* [*www.thinkingcollaborative.com*](http://www.thinkingcollaborative.com)

**PSP Staff Self-Reflection**

Name: Date:

1. Awareness
2. Implementation
3. Refinement
4. Innovation

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| **Domain 1 - COLLABORATION - Relationship with Colleagues** | | | | | | | | |
| ***Professional Performance Indicators*** | ***Innovation - 4*** | | ***Refinement - 3*** | | ***Implementation-2*** | | ***Awareness - 1*** | |
| **Evidence of Collaborative Service Delivery, (interdisciplinary team work)** | Consistently works interdependently to provide services and positively impact professional practice. | | Frequently works interdependently to provide services and positively impact professional practice. | | Occasionally works interdependently to provide services and positively impact professional practice. | | Rarely works interdependently to provide services and positively impact professional practice. | |
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| **Contribution to Discussions and Problem Solving** | Consistently makes valuable contributions toward a solution focused approach to problem solving. | | Frequently makes valuable contributions toward a solution focused approach to problem solving. | | Occasionally makes valuable contributions toward a solution focused approach to problem solving. | | Rarely makes valuable contributions toward a solution focused approach to problem solving. | |
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| **Addressing Challenging Situations in a Collaborative Manner** | Works through challenging situations effectively by consistently involving others. | | Works through challenging situations effectively by frequently involving others. | | Works through challenging situations by occasionally involving others. | | Reluctant to work through challenging situations rarely involving others. | |
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| **Flexible Thinking regarding Various Perspectives** | Consistently seeks to understand the viewpoints and perspectives of all by demonstrating flexible thinking and a willingness to learn from others. | | Frequently seeks to understand the viewpoints and perspectives of all by demonstrating flexible thinking and a willingness to learn from others. | | Occasionally seeks to understand the viewpoints and perspectives of all by demonstrating flexible thinking and a willingness to learn from others. | | Rarely seeks to understand the viewpoints and perspectives of all and does not demonstrate flexible thinking or a willingness to learn from others. | |
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| **Domain 2A – CONSISTENCY OF PRACTICE - Planning, Organization, & Time Management** | | | | | | | | | |
| ***Professional Performance Indicators*** | ***Innovation - 4*** | | ***Refinement - 3*** | | ***Implementation-2*** | | ***Awareness - 1*** | | |
| **Compliance with Required Referral Documentation, Tracking Notes, etc…** | Consistently maintains updated student records and service delivery notes in accordance with GSSD procedures and their professional organization. | | Frequently maintains updated student records and service delivery notes in accordance with GSSD procedures and their professional organization. | | Occasionally maintains updated student records and service delivery notes in accordance with GSSD procedures and their professional organization. | | Rarely maintains updated student records and service delivery notes in accordance with GSSD procedures and their professional organization. | | |
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| **Completion of a Professional Growth Plan** | Consistently links goals to student learning and well-being and utilizes strengths while addressing areas for growth. Implements and continually monitors the plan, making adjustments. | | Frequently links goals to student learning and well-being and utilizes strengths while addressing areas for growth. Implements and occasionally monitors the plan, making adjustments in consultation with their direct supervisor. | | Occasional evidence of linking goals to student learning and well-being and utilizes strengths while addressing areas for growth.  Limited monitoring or adjusting of plan created as discussed with their direct supervisor. | | Rarely sets goals to enhance professional growth as discussed with their direct supervisor. | | |
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| **Creating and Sharing Reports or Plans** | Consistently creates professional reports/plans in accordance to GSSD procedures and their professional organization. Reports/plans consistently provide evidence of assessment information and recommendations that support the student’s plan and are provided in a timely manner with student’s team. | | Frequently creates professional reports/plans in accordance to GSSD procedures and their professional organization.  Reports/plans frequently provide evidence of assessment information and recommendations that support the student’s plan and are provided in a timely manner with student’s team. | | Occasionally creates professional reports/plans in accordance to GSSD procedures and their professional organization. Reports/plans require improvement regarding the need to include assessment information and recommendations beneficial to the student’s team. | | Rarely completes professional reports/plans in accordance to GSSD procedures and their professional organization. Reports require supervision to ensure they contain assessment information and recommendations beneficial to the student’s team. Reports are not shared in a timely and professional manner with supervisors and stakeholders (school team, parents, other agencies). | | |
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| **Domain 2B – CONSISTENCY OF PRACTICE – Advocacy and Service to Students** | | | | | | | | |
| ***Professional Performance Indicators*** | ***Innovation - 4*** | | ***Refinement - 3*** | | ***Implementation-2*** | | ***Awareness - 1*** | |
| **Identification of Gaps/Needs** | Consistently identifies the priority needs of individual students. | | Frequently identifies the priority needs of individual students. | | Occasionally identifies the priority needs of individual students. | | Rarely identifies priority needs of individual students. | |
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| **Establishment of Plan with School/Division Team and Caregivers** | Develops a plan, based on identified needs, with students, school/division team, and caregivers in order to collaboratively meet the priority needs of individual students and foster independence. | | Develops a plan, based on identified needs, with the majority of the school/division team and caregivers in order to collaboratively meet the priority needs of individual students and foster independence. | | Develops a plan, based on identified needs, with little input from other members of the school/division team or caregivers to meet the needs of individual students and foster independence. | | Develops a plan in isolation, based on identified needs of individual students, and pays little attention to fostering independence. | |
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| **Implementation of Plan** | Consistently utilizes the plan developed to guide service delivery and consultation in an effort to support students on caseload in meeting IIP/therapy goals and developing critical age-appropriate skills in priority areas. | | Frequently utilizes the plan developed to guide service delivery and consultation in an effort to support students on caseload in meeting IIP/therapy goals and developing critical age-appropriate skills in priority areas. | | Occasionally utilizes the plan developed to guide service delivery and consultation. Limited effort to support students on caseload in meeting IIP/therapy goals and developing critical age-appropriate skills in priority areas. | | Rarely utilizes the plan developed to guide service delivery and consultation. Limited efforts to support students on caseload in meeting IIP/therapy goals and developing critical age-appropriate skills in priority areas. | |
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| **Monitoring of Progress and Review of Plan** | Student progress is continually monitored in collaboration with student’s team and plan is reviewed on a monthly basis. | | Student progress is frequently monitored in collaboration with student’s team and plan is reviewed at reporting periods. | | Student progress is occasionally monitored in collaboration with student’s team and plan is reviewed at reporting periods. | | Student progress is rarely monitored in collaboration with student’s team and plan is rarely reviewed. | |
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| **Collaboration in the Development of the IIP** | Consistently engages in conversations pertaining to the IIP related to role. Provides strong recommendations for the development of IIP.  Consistently engages in continual review of goals with team members. | | Frequently engages in conversations pertaining to the IIP related to role. Provides adequate recommendations for the development of IIP goals.  Frequently faces in continual review of goals with team members. | | Occasionally engages in conversations pertaining to the IIP related to role. Provides limited recommendations for development of IIP goals.  Occasionally engages in continual review of goals with team members. | | Rarely engages in conversations pertaining to the IIP related to role. Provides no recommendations for the development of IIP goals.  Rarely engages reviews of goals with team members. | |
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| **Supports and Services Alignment with IIP Goals** | Consistently supports IIP goals by providing effective and relevant direct service, recommendations, and connections with outside resources. | | Frequently supports IIP goals by providing effective and relevant direct service, recommendations, and connections with outside resources. | | Occasionally supports IIP goals by providing direct effective and relevant service, recommendations, and connections with outside resources, modeling, observations, feedback, and materials, to meet the needs of students. | | Rarely provides effective and relevant supports and services, recommendations, and connections with outside resources. | |
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| **Domain 3 - CAPACITY BUILDING - Professional Development and Professionalism** | | | | | | | | |
| ***Professional Performance Indicators*** | ***Innovation - 4*** | | ***Refinement - 3*** | | ***Implementation-2*** | | ***Awareness - 1*** | |
| **Professional Reading and Research Trends in Education and/or Chosen Discipline** | Professional reading and learning related to chosen discipline is extensive and the PSP contributes directly to research to lead and facilitate the continued learning of colleagues and improve division practices. | | Frequently engages in professional reading, learning, and discussions related to chosen discipline in an effort to facilitate the continued learning of colleagues and improve division practices. | | Only engages in professional reading, learning, and discussions related to chosen discipline and relevant research when directed to do so by supervisors and/or PLC. | | Rarely engages in professional reading or learning related to chosen discipline or in discussions related to research even when expectation is set by supervisors and/or PLC.  No evidence of applying research to improve division practices. | |
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| **Professional Development Focus** | Professional development plan is prioritized and linked to the PLC/division strategic plan. Consistent evidence of professional development improving service delivery and division practices. | | Professional development plan is prioritized and linked to the PLC/division strategic plan. Frequent evidence of professional development improving service delivery and division practices. | | Professional development opportunities are marginally related to the PLC/division strategic plan. Occasional evidence of professional development improving service delivery and division practices. | | Professional development opportunities are based on preference rather than PLC/division focus areas. Little evidence of professional development opportunities improving service delivery or division practices. | |
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| **Providing Professional Development to Build the Capacity of Others** | The PSP consistently collaborates with others to lead effective and relevant professional development opportunities. Seeks feedback regarding how the professional development/capacity building experiences provided could be improved. | | The PSP frequently collaborates with others to lead effective and relevant professional development opportunities when requested. Seeks feedback regarding how the professional development/capacity building experiences provided could be improved. | | The PSP occasionally offers professional development independently. Accepts feedback regarding how the professional development/capacity building experiences provided could be improved, however, the feedback does not change practice. | | The PSP rarely collaborates with others to offer relevant professional development and does not accept feedback regarding how the professional development/capacity building experiences provided could be improved. | |
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| **Enhancing Professional Knowledge and Refining Practice**  **Professionalism** | Seeks out opportunities for professional development and makes a systematic attempt to conduct action research and gather feedback from colleagues. | | Seeks out opportunities for professional development to enhance content knowledge and frequently gathers feedback from colleagues. | | Participates in professional activities based on personal interests and occasionally gathersfeedback from colleagues. | | Engages in division directed professional development activities and relies on traditional practices and rarely responds to feedback from their colleagues. | |
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| Consistently conducts self in a professional manner by respecting the confidential nature of student and division information and representing the division in a positive professional way. | | Frequently conducts self in a professional manner by respecting the confidential nature of student and division information and representing the division in a positive professional way | | Occasionally conducts self in a professional manner by respecting the confidential nature of student and division information and representing the division in a positive way. | | Rarely conducts self in a professional manner through interactions with colleagues and school personnel.  Does not respect the confidential nature of student and division information.  Expresses negative opinions about the division. | |
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| **Domain 4 - COMMUNICATION** | | | | | | | | | |
| ***Professional Performance Indicators*** | ***Innovation - 4*** | | ***Refinement - 3*** | | | ***Implementation-2*** | | ***Awareness - 1*** | |
| **Demonstration of Effective Communication Skills** | Consistently demonstrates effective written and spoken communication skills. | | Frequently demonstrates effective written and spoken communication skills. | | | Occasionally demonstrates effective written or spoken communication skills. | | Rarely demonstrates effective written or spoken communication skills. | |
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| **Timely Response to Requests for Communication** | Consistently responds to communication requests via email, phone, or face to face in a timely manner. | | Frequently responds to communication requests via email, phone, or face to face in a timely manner. | | | Occasionally responds to communication requests via email, phone or face to face in a timely manner. | | Rarely demonstrates evidence of responding to communication requests via email, phone or face to face in a timely manner. | |
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